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TO THE TEACHER

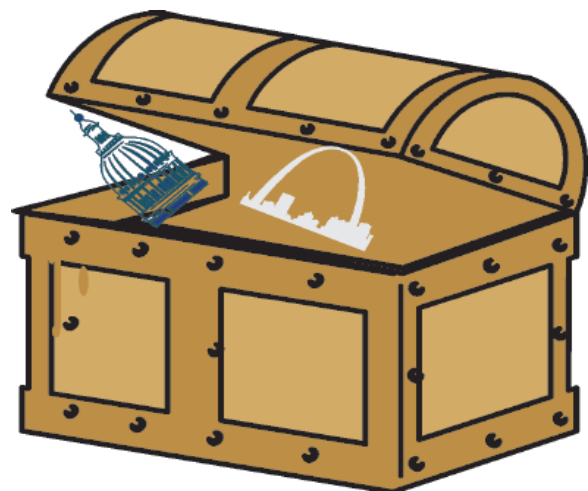


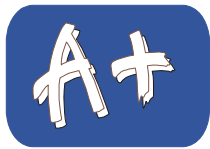
The National Park Service's mission is to "conserve the scenery and the natural and historic objects and the wild life therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations." 16 U.S.C. (1)

National Parks are exciting places to explore our country's great beauty and to learn the rich lessons of our past. When we talk about the West, many colorful images come to mind. Have you every wondered what it was like to be a cowboy back in the 1800s?

We at Jefferson National Expansion Memorial are dedicated to sharing these exciting pages of America's westward expansion movement with everyone. This traveling trunk provides a mini-museum for those who are unable to visit the Museum of Westward Expansion and the Old Courthouse. It has hands-on objects, mounted photographs, video and audiotapes, clothing, and books. You will also find a laminated contents sheet in your information folder. It will help you identify the artifacts in the trunk. To prepare your students, use the Pre-Trunk Activity you received with your invoice. We also suggest you use the two Post-Trunk Activities after you finish the trunk. Classroom activities in this handbook are labeled in red. You can choose those that meet your students' needs.

The National Park Service is dedicated to protecting our national parks and our resources. Please help us by protecting the resources in this traveling trunk.





CURRICULUM OBJECTIVES

The following tested objectives for the states of Missouri and Illinois, as well as National Standards for History and Social Studies, are addressed in this trunk and guide.

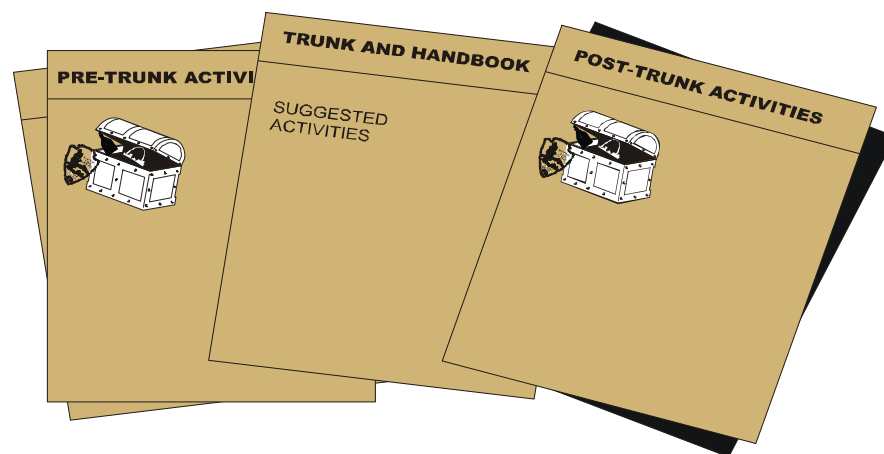
- Communicate effectively and work with others. (ILS 4; MAP 2.3, 4.6; NCSS IVh)
- Compare and contrast features of everyday life today with those of the past. (ILS 16.A, 16.D; MAP 1.9; NCSS IIb; NSH 1A)
- Construct and interpret timelines. (ILS 16.A; MAP 1.8; NCSS IIb; NSH 1E, 1F)
- Demonstrate an understanding of chronological development and interrelationships of events. (ILS 16.A, 16.B; MAP 1.6; NCSS IIb; NSH 1)
- Describe and compare major beliefs, values, and attitudes of various cultures. (ILS 16.D; MAP 1.9; NCSS Ia; NSH 3B)
- Explore career opportunities. (ILS 18.B; MAP 4.8; NCSS Vg)
- Identify key individuals in the development of significant historical or political events. (ILS 16.B; NCSS IV; NSH 5A)
- Organize information to plan and make presentations. (ILS 5; MAP 1.8, 2.1)
- Read and interpret written works and quotations about the past. (ILS 2.B & 16.A; MAP 1.5; NCSS IIId; NSH 2, 3)

ILS: Illinois Learning Standards

MAP: Missouri Assessment Program

NCSS: National Council for the Social Studies

NSH: National Standards for History





LETTER FROM NAT LOVE



The legend of the American cowboy is recognized around the world. It has found its way into music, fashion, television, movies, and literature. It is an essential part of American mythology. The "golden era" of the cowboy began after the Civil War. Beef was in short supply in the East. A steer, worth only four to six dollars in Texas, could be sold in St. Louis, Missouri for forty to sixty dollars. So began the massive cattle drives from Texas to the railheads in Kansas, and then shipment eastward to St. Louis. The cattle drive era lasted about twenty years, until the expansion of the railroad allowed ranchers to ship their cattle by rail rather than driving them long distances. This led to the growth of meat packing centers like St. Louis, Kansas City, and Chicago.

The information in this trunk is based on the autobiography of Nat Love, a nineteenth century cowboy. Once a slave, he traveled west to become a cowboy after the Civil War. For twenty years he moved cattle up and down the trails, until that way of life became obsolete. Find out what new adventures awaited Nat Love.

Dear Grandchildren,
I am leaving you this trunk of my personal belongings so that you might remember me. Most folks know me as a cowboy. In the trunk is a picture of me wearing my cowboy outfit. I'm quite proud of my long career as a cowboy. But with the march of progress came the railroad and cowboys were no longer needed for the long cattle drives. That's when I joined the railroad as a porter on the Pullman passenger cars. You might say I went from "life on the trail" to "life on the rail".



(Use this photo from the trunk.)

Classroom Activity #1

Using the photograph of Nat Love wearing his cowboy outfit, have students identify his saddle, lariat, chaps, bandana, and hat. These are important tools for cowboys. Have students imagine they are cowboys and explain possible uses for each of these tools. The lariat, chaps, and bandana are also in the trunk. Pass them around for students to touch. (Answers in the Appendix, page 24.)



With both my jobs, I've traveled this great country from the Atlantic Ocean to the Pacific Ocean and from Mexico to Canada. Like I always told my passengers, "See America, then let your chest swell with Pride that you are an American." I hope that someday you can visit and appreciate all of the beautiful sights I have seen and be sure to take care of them for your grandchildren.

Before I tell you about my cowboy days, let me tell you about my boyhood. I was born in June of 1854 in Tennessee. I never knew the exact date of my birth, because in those days no count was kept of such trivial matters as the birth of a slave baby. Robert Love, a planter and owner of many slaves, owned my father, mother, sister, brother, and me. Compared to other slave owners, he was a kind and indulgent Master. My father was a foreman of the slaves on Master Love's plantation and my mother presided over the kitchen at the big house. The Civil War broke out when I was seven years old. I pretended that I was helping, General Grant and the Union win the war by launching attacks on beehives and wasps nests, And when we did win General Grant and President Lincoln became our heroes. We were free to start our own lives.

Classroom Activity #2

The differences between the North and the South went beyond the slavery issue. The regions differed geographically, economically, and culturally. Divide your class into small groups. Assign each group to either the North or the South. Using the Internet, have each group explore their region and design a presentation for the rest of the class. Some examples of presentations may be a diorama, a play, a song, etc.



Did You Know?

In 1872, President Ulysses S. Grant signed legislation authorizing the world's first national park at Yellowstone. Visit Ulysses S. Grant National Historic Site at www.nps.gov/ulsg and Yellowstone National Park at www.nps.gov/yell



Yellowstone National Park
National Park Service Photo



Did You Know?

President Lincoln's birthplace, boyhood home, and adult home are national park sites. Visit them on the Internet at www.nps.gov/abli, www.nps.gov/libo and www.nps.gov/liho



Once a free man, my father rented twenty acres of land. It was very hard to start a new life from scratch. He worked very hard, but still found time to teach me to read and write. I'm thankful for that because I take great pleasure in writing about my adventures. He died when I was just 15 years old. My sister and her husband took sick soon after and died leaving her children to our care. As the head of the household, I went to work, earning \$1.50 a month. Friends were generous by bringing us potatoes, bacon, cornmeal and molasses. I won a horse at a raffle and sold it, making \$100, which I split with mother. Times were still tough.

I knew if I went out into the world, I could make a better life. Many former slaves were heading west, taking advantage of the 1862 Homestead Act—another of President Lincoln's great deeds. The Homestead Act provided 160 acres of free land to anyone that would farm and develop it within a five year period. Becoming a land owner was tempting, but I was looking for a bit more adventure.

On February 10, 1869 I set out west for Dodge City, Kansas where I signed on as a cowboy. Many former slaves also became cowboys. In fact, one out of every three cowboys was African American, Mexican, or American Indian. The trail boss with my new company bought my outfit consisting of a new saddle, bridle, spurs, chaps, and a pair of blankets.



Did You Know?

Former slaves who went west were often called "Exodusters". The town of Nicodemus, Kansas was settled by Exodusters in 1877. Today it is a national park site. Visit it at www.nps.gov/nico

Classroom Activity #3

Take a virtual tour of an 1862 homestead. Visit Homestead National Monument at www.nps.gov/home.



Homestead National Monument
National Park Service Photo

Classroom Activity #4

Many words which we know as part of the cowboy culture originated in the early days of the Spanish vaquero. Listed below are some of the original Spanish words. See if your students can recognize the English version.

la reata la chapparera el rancho el lazo la estampida

See page 24 in the Appendix for the answers. Also included is a list of other common words with a Spanish origin.

The cowboy trade has a long, proud history. The first cowboys were known as vaqueros, from the Spanish word vaca for cow. Christopher Columbus brought cattle to America on his second voyage in the late 1400s. Spanish missionaries taught American Indians to raise cattle and trained them to be cowboys. Spanish ranches were soon scattered across northern Mexico. Over time the cattle wandered north into Texas. By the end of the Civil War, millions of hardy cattle were roaming the Texas plains.

As the South worked to recover from the War, the northern cities became more populated and more industrial. At the same time a New Yorker, named Philip Armour, who had some success in the California gold fields, returned home with his fortune and built a series of meat-packing plants. Fueled by money and ambition he developed many new ways to process and package meat, including a refrigerated rail car. Some business-wise Texas farmers and ranchers realized this was their opportunity. A longhorn worth \$3.00 in Texas could be sold for \$40 dollars in northern markets. Without railroads leading into Texas, the cattle had to be marched north and put on the nearest railheads in Kansas and Missouri. This is where my job as a cowboy began.

Classroom Activity #5

Philip Armour was the first to employ an assembly-line approach in his meat production, which increased efficiency and profits. His was also the first meat-packing company to produce canned meat. He worked to cut down the tremendous waste in the slaughtering industry. It was reported that the company used every possible part of the animals to make products other than canned meat, such as fertilizer, glue and pepsin.

What kinds of improvements would you make to a job, product, or activity that you've experienced? Brainstorm a list with your group. Have students work together to formulate their ideas and present their thoughts.



Did You Know?

The early story of America's Industrial Revolution is commemorated at Lowell National Historical Park in Lowell, Massachusetts. You can visit them on-line at www.nps.gov/lowe.





Cattle drives usually took place during the summer, lasting 2 to 3 months. Each drive involved between 2000 and 3000 head of cattle, 60-70 horses and 10 to 12 cowboys. The trail crew was led by the trail boss, usually the oldest member of the crew. He and the cook always rode ahead in order to find the best route. We cowboys took different positions on the trail each day as we tried to keep the cattle in line. A day on the trail usually lasted from sunup to sundown or even longer if you were scheduled for night watch. The cattle usually traveled in a single file line, never more than 2-3 across and strung out for about $\frac{3}{4}$ of a mile. The first day the herd usually traveled about 25 miles, but then they'd fall back to 15 to 20 miles a day. There seemed to be an understanding among cattle that each must take a turn leading the herd. Those that stay in the lead in the morning will be back in the center at noon. This will keep up until all have had their turn at leading.



(Use this photo from the trunk.)

Classroom Activity #6

Copy the Cattle Trails map and the chart on pages 25 and 26 in the Appendix. Organize students into the four trails. Give each group a copy of the map and chart. Have each group use the chart to organize and record their information, then present their findings to the class. Afterwards, discuss the following:

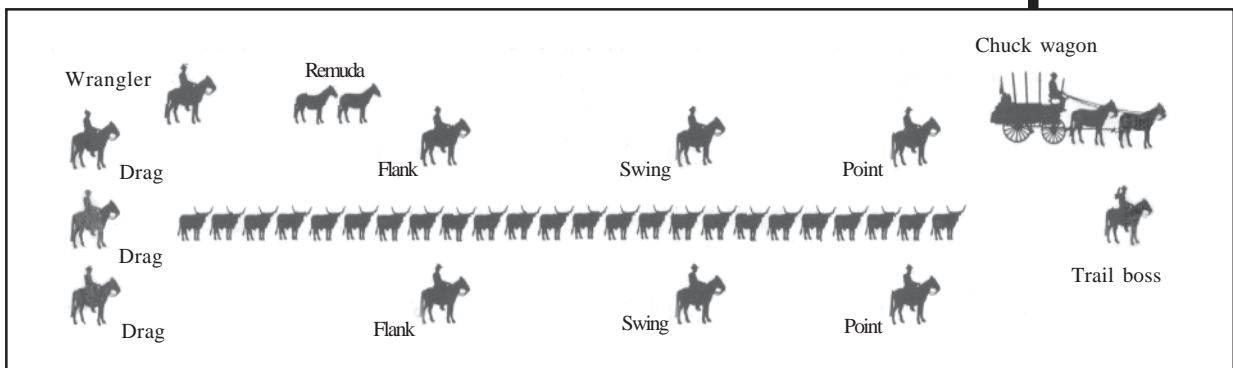
- What were the similarities found along the four trails?
- What were some of the differences?
- Based on your findings, what kinds of experiences do you think the cowboys had while riding these trails?
- What would you find along these trails today?



Classroom Activity #7

Cattle are considered to have been one of the first animals domesticated by man for agricultural purposes. They were tamed to provide milk, meat and hides and for draft purposes. Today there are over 800 breeds of cattle recognized worldwide. However, breeding animals in captivity is not a clear-cut issue. One view is that animals should be allowed to live in natural conditions reasonably close to those of their wild ancestors. The other side contends animals in captivity are safe from outside pressures like disease and unnatural predators. Have students choose sides and debate the issue.

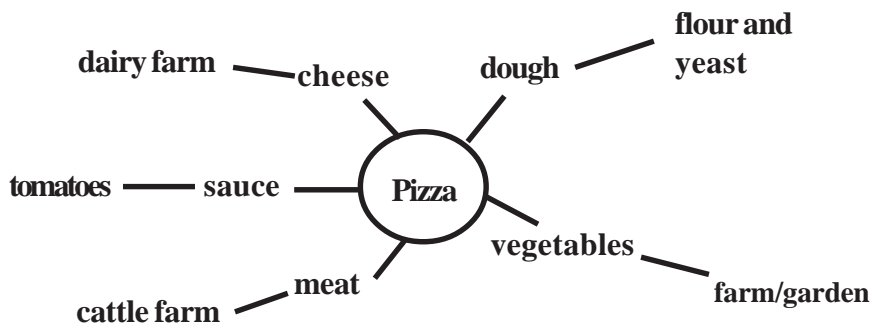
Each day we rode our horses several times the distance of the herd. We rode back and forth all day to keep the heard moving in the right direction. We always had a small herd of horses along so we could change out our tired horses any time. This herd was called a "remuda" and the wrangler was in charge of them. Two cowboys, known as pointers, rode at the front of the herd, pointing the cattle in the right direction. Cowboys called swing and flank riders moved along the sides, keeping the cattle from wandering. The cowboys riding at the end of the line were called drag riders and they made sure the slowest cattle kept up with the rest of the herd. Drag riders had the hardest job, because of the dust they would catch from the animals. I hated riding drag. My bandana would get caked with dust. The herd would usually travel until 11:00, then we'd eat lunch. Then we'd travel again until sundown, when we'd water and bed down the cattle and eat supper. A day on the trail was hot and dirty, sometimes lasting as long as 18 hours if you were scheduled for night watch.



(Use this image from the trunk to understand and discuss the trail drive positions.)

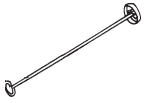
Classroom Activity #8

Just like the nineteenth century northerners imported their beef from the south, much of the food we eat today is imported from hundreds or even thousands of miles away. Have each student write down their favorite food. Then have them map out the different products and processes that came together to produce it. An example is provided below. Begin a discussion about where our favorite foods come from.





During the fall and spring, we rounded up all the cattle we could find on the open range. Then we'd separate them according to their respective ranches and brand new calves (use this photo from the trunk). We would ride up to an unbranded calf, rope it with a lariat and drag it to the branding fire. In the fire was a branding iron heating until it was hot.



(Use this photo from the trunk.)

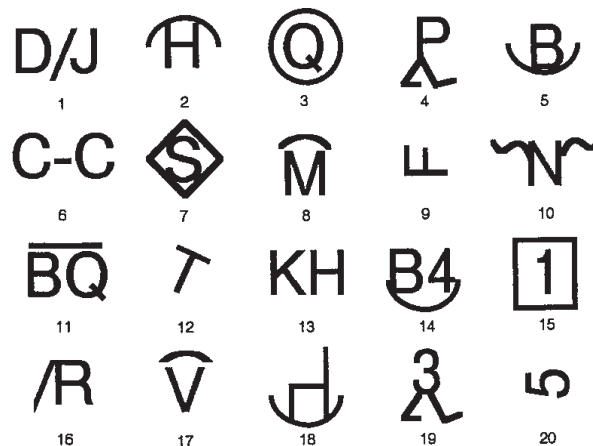
Two cowboys, called flankers, would knock the calf over onto its side. One would hold the head of the calf down while the other grabbed its hind legs. A third cowboy would take the hot iron and brand the calf on its flank. Too deep of a brand could lead to infection, while too shallow of a brand could leave room for cattle rustlers to change it. Experienced rustlers could easily alter a brand. For instance, a 3 could be changed into a B or an O into an 8. Eventually so many different designs were developed, a book of brands was published to help during the roundups. I was really good at reading brands and became chief brand reader.

Did You Know?

Brands have been used as marks of identification at some time in all countries and civilizations. The act of branding animals can be seen on the walls of ancient Egyptian Tombs dating back to 2,000 B.C.

Classroom Activity #9

Branding or burning letters, symbols or designs into one's property as a means of identification has been used since ancient times. Since cattle were allowed to roam freely in the West, brands were necessary to separate the herds. One of the first lessons a cowboy learned was to read a brand. While rounding up cattle, he would need to pick out the cattle owned by his ranch. He would do this among as many as 1000 head of cattle. Copy the brands and have students try to read them. The answers are on page 27 in the Appendix. Then have students design their own. Pipe cleaners can be formed into a brand, dipped into poster paint, and stamped on mural paper to make a class display.



When there wasn't much to do around the ranch, we'd have a buffalo hunt. Buffaloes were plentiful in those days and one did not have to ride far before striking a herd. Buffalo meat was real tasty. We'd also play cards, with a deck like the one found in the trunk, and tell stories of our adventures.

Can you imagine? As a cowboy, I earned \$30 a month. That's a far cry from \$1.50 in Tennessee. I owned a horse, saddle, a change of clothes, and I always had plenty to eat. On the trail, our food consisted of biscuits, beans, and bacon, or any combination thereof. Sometimes, we had buffalo meat and game that we shot along the way. One thing that every meal included was a hot pot of coffee. You probably noticed the aroma of the coffee beans the minute you opened the trunk.

The company cook ranked second to the trailboss. He was usually the oldest trail member and often was a retired cowboy. He drove the chuckwagon which carried everything that a crew of 10 or 12 might need for several nights on the trail, including fresh water, tools, bedrolls, cooking utensils, and food. The cook always drove the wagon ahead with the trail boss in order to set up camp and get the meals started. At mealtime we gathered around the wagon. At night we slept in a tight circle around the wagon. The last thing the cook did each night was point the tongue of the wagon towards the North Star, so when we were ready to take off the next morning we would know which direction to head. Besides preparing three meals a day for a dozen hungry cowboys, the cook served as barber, tailor, doctor, and dentist.



(Use this photo in the trunk.)

Classroom Activity #7

The cowboy cook's day usually started at about 3:00 a.m. so everyone could eat before sunrise. It was the cook's job to wake the men so they could wash, dress and be ready to eat. Many of the cooks were known for the way they would call the cowboys to meals. Have students try using one of the calls below. Then challenge them to write their own wake up call.

"Bacon in the pan,
Coffee in the pot,
Get up an' get it,
Get it while it's hot!"

"Wake up Jacob!
Day's a breakin',
Beans in the pot,
An sourdough a bakin'!"



Did You Know?

Up until the close of the Civil war, coffee was sold green. It had to be roasted on a wood stove or in a skillet over a campfire before it could be ground and brewed. For more information on the history of coffee visit www.arbucklescoffee.com



I'll never forget the order we received for 2500 head of three-year-old steers to be delivered to Dodge City. Forty of us hand-picked cowboys strung the large herd out. We packed two months of provisions in the wagon, several pack horses, and 100 extra saddle horses. It turned out to be a difficult drive. We had a lot of bad weather. One night the sky let down a pouring rain and hail the size of walnuts. That's all it took to frighten the herd and send them charging into the darkness. We all jumped up, found our horses and galloped into the night to catch the stampeding herd. That was the worst night of my life. The next morning, the cattle were scattered for 30 miles. In daylight, we saw the great danger we had been in during the night. The landscape was filled with holes, big rocks, gullies, and cliffs dropping off some fifty feet or more. One wrong turn and we would have been dashed to pieces on the rocks below. "It was our duty to save the cattle and everything else was of secondary importance." We did not lose a single steer that night—something we were justly proud of.



(Use this photo from the trunk.)

The only thing worse than losing cattle on a drive was having to bury fellow cowboys far from home, especially when death left nothing to bury. We grieved the most for friends like Cal Surcey who was trampled by stampeding cattle and buffalo. We could only find a few scraps of Cal's clothing. We left his remains in the dust of the prairie.



Did You Know?

Buffalo stampedes were even more dangerous than cattle stampedes. Buffalo stampedes might mean that 5,000 to 10,000 or more animals were on the move and they were generally bigger than most cattle.

Classroom Activity #11

Music was an important part of the cowboy's routine. Around the evening campfire, one of the men would usually pull out a harmonica or fiddle as entertainment. During night watch, two men rode gently around the herd humming or singing quietly. The cattle seemed calmed by the sound of a human voice. Find the CD, *Cowboy, Songs of the Wild Frontier*, in the trunk. Play it for your group and discuss their reactions.



Crossing rivers was also a dangerous job. Many cattle and men were lost to the waters. It was hard to coax the first steer into the water and sometimes quicksand took its toll. To lead a herd of longhorn across a wide, fast moving river took much skill and good judgment. One of the highest compliments you could pay a fellow cowhand was to call him "a man to ride the river with".

Another challenge was our brushes with American Indians. Conflict was usually avoided at all costs. The Indians were not looking for trouble, but felt that if we were going to cross their land and graze on their grass, they should get something in return. The Indians usually demanded horses, money or cattle in return for crossing their land. In an effort to keep peace, most trail bosses would pay up. On the Shawnee Trail, the Cherokees charged 10 cents a head to cross their territory and ran an efficient patrol to collect the tolls.

In the spring of 1876, we received orders for 3000 three-year old steers to be delivered near Deadwood, South Dakota. We'd not been on the trail long when we met other outfits who told us that General Custer was out after the Indians. A big fight was expected when the Seventh U.S. Cavalry under his command met up with the Indians who were being led by Sitting Bull, Rain-in-the-Face, and Crazy Horse. When we got the news we were only two days behind the soldiers. In the end we saw for ourselves the results of the massacre known as the Little Big Horn.

Classroom Activity #12

In 1838, the United States government forcibly removed more than 16,000 Cherokee Indian people from their homelands in Tennessee, Alabama, North Carolina, and Georgia, and sent them to Indian Territory (today, Oklahoma). The impact to the Cherokee was devastating. Hundreds of Cherokee died during their trip west, and thousands more perished from the consequences of relocation. This tragic chapter in American and Cherokee history became known as the Trail of Tears. To learn more about the Trail of Tears, visit the website at www.nps.gov/trte. Find the Teaching with Historic Places Lesson Plan (under For Teachers) and share it with your students.



Did You Know?

Little Bighorn Battlefield National Monument commemorates the 1876 battle between the 7th Cavalry and the Sioux and Northern Cheyenne. To learn more, visit them at www.nps.gov/libi



We continued on our way to Deadwood, in Dakota Territory where we arrived July 3, 1876. The next day being a holiday, the town was full of activity. Several of the more permanent residents organized a contest for all the cowboys in town, with a \$200 dollar prize attached. We were to rope, throw, tie, bridle, saddle and mount a wild and vicious stallion in the quickest time. I did it in exactly nine minutes. The nearest competitor was twelve minutes and thirty seconds. This gave me the record and championship, which I held until I quit the business in 1890. Right there the crowd named me "Deadwood Dick", champion roper of the western cattle country.

Even as the work seemed never ending, we could tell times were changing. The once great buffalo which had roamed the land were disappearing. We had always relied on large herds of buffalo to feed our men, but now only small herds were few and far between. Buffalo hunters were killing them in large numbers to feed the railroad crews and soldiers at frontier forts. Their hides were in demand for leather belts to drive machinery in the eastern factories. Progress was inching in on us.

It was the invention of a simple barbed wire fencing material that changed our lives forever. In 1874, a man by the name of Joseph Glidden invented a wire fence that could be produced cheaply, put up easily, and withstand the high winds of the prairies. It quickly caught on. Farmers used it to fence in their claims. Ranchers began fencing, trying to grab up as much land as possible. The wide open range was closing in.



(Use this photo from the trunk.)

Did You Know?



Thomas Edison had very little formal education, he attended school only for a few months. His mother taught him reading, writing, and arithmetic. Learn more about the inventor at www.nps.gov/edis.

Classroom Activity #13

The invention of barbed wire changed forever the culture of the west and the lifestyle of ranchers and cowboys. In the last thirty years there have been many inventions that have changed the way we live. A few are listed below.

- 1979 the cellular phone
- 1981 IBM introduces the personal computer
- 1986 the disposable camera
- 1990 the Internet and World Wide Web
- 1995 the digital video disc (DVD)

Discuss with students how they think these inventions affected people's lives. Have them talk to their parents about their experiences. Then discuss some of the changes students have seen in their lives as a result of innovation.

Change was everywhere. With the expansion of the railroads, the trails of the West became less traveled. After the season of 1884, the Chisholm Trail was virtually closed. Trailing herds long distances was a thing of the past. Now, most of the cowboy's time was spent patrolling and repairing fences. By 1890 the United States census declared the western frontier closed. The land was settled and the open range was no more.

The era of the cowboy and the trail drive played a very important role in our history. The millions of cattle driven up the trail met America's demand for beef. Cities like St. Louis, Chicago and Kansas City grew as rail and meat packing centers. As cities sprung up along the rails, western states like Colorado, Wyoming, and the Dakotas increased in population. You might say, we cowboys helped expand and settle the west.

Classroom Activity #14

Art comes in all forms. Over the years the American cowboy has served as an inspiration for poets, musicians, artists, sculptors, actors, directors, etc. Have students choose a name from the list below and learn about the "artist" and his story. Have students prepare a presentation for the class.

Frederic Remington
Roy Rogers
John Lomax
John Wayne
Gary Cooper
Wm. S. Hart

Charles Russell
Gene Autry
Will Rogers
John Ford
Clint Eastwood
Zane Grey

DJ O'Malley
Tom Mix
Buffalo Bob
Owen Wister
Anthony Mann
Sergio Leone

Classroom Activity #15

Shane, by Jack Schaefer, is one of the most popular westerns of all time. Mr. Schaefer's classic novel illustrates the spirit of the West through the eyes of a young boy, Bob Starett. The story is set in 1889 in a Wyoming valley. The Starett Family were homesteaders battling for land and survival against the cattle ranchers. When Shane, a mysterious drifter, rides into the valley, the story unfolds.



Did You Know?

Charles Russell, the great western artist, was born in St. Louis, Missouri. To learn more, borrow the video, *Charles Russell: An American Artist*. See page 21 in Additional Resources.



I sold my saddle and bid farewell to the cowboy life, which I had followed for over twenty years. I had many experiences and lots of adventures. Even more memorable were the people I met, Sheriff Bat Masterson, Frank and Jesse James, Billy the Kid and William "Buffalo Bill" Cody. They are the people that will be written about in history books.

After hanging up my saddle, I struck out for Denver, where I met and married Alice, your grandmother. She has been a true and faithful partner. One year later, I accepted a position in the Pullman Service on the Denver and Rio Grande Railroad running between Denver and Salida, Colorado. In the trunk is a picture of me wearing my porter uniform.

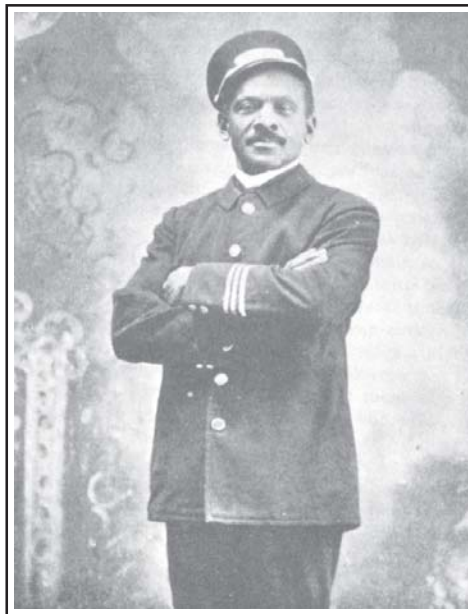
I started at \$15.00 per month and then increased to \$40 per month plus tips. The smallest tip I received was 2 cents. The largest was \$25. What a contrast to the mode of travel our grandfathers used! From the old ox team and prairie schooner to the railroad and now the automobile. As a porter, I have had the opportunity to travel the rails through every major city from the Atlantic to the Pacific, and from the Gulf of Mexico to the borders of Canada.



Classroom Activity #15

As we learned above, Nat Love saw many changes in transportation during his lifetime, from the horse and wagon to the automobile. With a shortage of natural resources looming, and the health of the environment questionable, students of this generation may again see significant changes in transportation. Divide students up into groups and have them investigate the alternative energy sources listed below.

| | |
|---------------|----------|
| biodiesel | ethanol |
| electricity | hydrogen |
| methane | biomass |
| vegetable oil | |



(Use this photo from the trunk.)

Did You Know?

May 10, 1869, two railroad companies, Union Pacific and Central Pacific, joined 1,776 miles of rail at Promontory Summit, Utah Territory. Golden Spike National Historic Site commemorates this incredible accomplishment of the completion of the first transcontinental railroad. To learn more visit

www.nps.gov/gosp

"It always seemed strange to me that so many Americans rush off to Europe and foreign countries every year in search of health and pleasure, or to climb the Alps in Switzerland, and to view the scenery of the old world, when our own North America, the new world, offers so many better opportunities to study Dame Nature in all her phases, and I always say to the traveling American, See America...Visit the tomb of General Grant.. Walk over the battlefields of Fredricksburg, Gettysburg and Lexington...Note the grandeur of the Rocky Mountains as they rise from the plains, their peaks snow-capped, glistening in the clear blue sky...Go to Yellowstone National Park and revel in the wonders there...listen to the voice of the Giant Geyser as it sends forth its torrents of boiling water.... note the Grand Canyon of the Colorado...I think you will agree with me that this great country of ours is the peer of any in the world, and that volumes cannot begin to tell of the wonders of it. Then after taking such a trip you will say with me, See America. I have seen a large part of America, and am still seeing it, but the life of a hundred years would be all too short to see our country. America, I love thee, Sweet land of Liberty, home of the brave and the free".

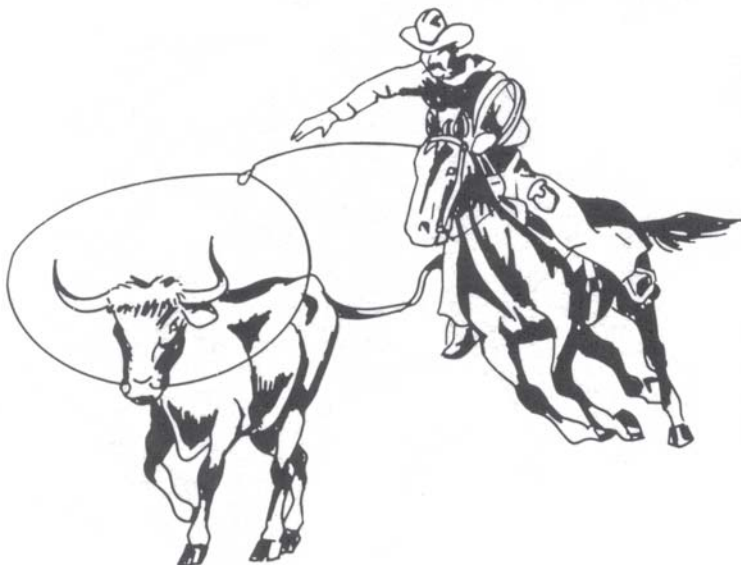
Classroom Activity #16

Modern day cowboys use four wheel drive vehicles and helicopters more often than horses. Cowboys and horses can still be seen, however, at rodeos. Use the Internet or your library to research rodeos like the Bill Pickett Invitational Rodeo in Kansas City. It is referred to as the "world series of rodeos". Also search for Bill Pickett. He was a cowboy during the time of Nat Love and invented a technique called "bull dogging" which he performed in numerous rodeos and shows.



Did You Know?

Many of the places Nat Love wrote about are national parks. Visit them on the Internet at www.nps.gov





PARKS AND THE PAST



Did You Know?

National parks preserve and protect nature and the environment. When your students are older, they can volunteer in national parks to help take care of these special places.

Classroom Activity #17

Service learning provides experiential context for social studies. It also helps prepare students to become active, responsible citizens. Have your students contact a national park nearby or find one on the Internet at www.nps.gov to explore ways your students can help park rangers make a difference in their community. Also, copy the Careers in National Parks and the Careers Search on page 19. In groups or individually, have your students complete the Careers Search looking for the job titles.

(Answers on page 21.)

Grant-Kohrs Ranch National Historic Site is a living museum of the frontier cattle industry. Check out their Traveling Trunk and take a virtual tour at www.nps.gov/grko.

Lyndon B. Johnson National Historical Park is the cattle ranch owned by the former President. Check out their Traveling Trunks, *Just for Kids* on-line activities, and a virtual tour at www.nps.gov/lyjo.

Theodore Roosevelt National Park has the two ranches, the Maltese Cross Ranch and the Elkhorn Ranch, both run by Theodore Roosevelt before he became President. Learn more at www.nps.gov/thro.

Tallgrass Prairie National Preserve protects a nationally significant example of the once vast tallgrass prairie ecosystem, while containing a unique collection of natural and cultural features. Learn more at www.nps.gov/tapr



CHARACTER COUNTS

Although Nat Love lived over one hundred years ago, we can learn from his experiences. Organize your students into groups and provide each with one of the following quotes from Nat Love's autobiography. Have them discuss the meaning of each quote, what advice we can gain from it, and how we can integrate his advice into our daily lives.

"It was all simply our duty and our business for which we were paid and paid good, and so we accepted things as they came, always ready for it whatever it might be and always taking pride in our work in which we always tried to excel."

"It was our duty to save the cattle and everything else was of secondary importance."

"It is necessary that all passengers as well as all employees shall observe the rules of the company, for the benefit, safety and enjoyment of all the passengers and employees alike."

"...sometimes I have people in my car who are not very well blessed with this world's goods, and who can ill afford to spend money in tips. To such people I always give the same attention and care, as if I was sure to receive a \$10 tip, and they rarely failed to give me a kind thank you, on leaving my car."

"It is by no means an uncommon thing for us porters to be called upon to turn nurse for sick or invalid passengers in our car, and often have I watched by the bedside of a sick passenger, feeding him, giving him medicine, bathing him and in fact becoming for the time being a hospital nurse, and many are the blessings I have received from my sick passengers, both men and women, whose pain I have eased, and their last moments on earth I have cheered. And this, dear reader, we do in the name of humanity and not in the name of tips."

Post-Trunk Activities

1. You have used this Traveling Trunk. Now it is time for your students to revise their original contents list. Are there any other items they wish to include? Why? Have them create their own Traveling Trunk and put it on display in your classroom or your school library.
2. As a class, research your community and then choose objects that represent the lifestyles in your community at the present time. Create a Traveling Trunk on your community. Have students contact other students in a foreign city. Send them your trunk and if possible e-mail them to answer their questions about your community. In addition, ask them to create a traveling trunk on their local community and send it to you. You could then use it for display at your school for events like Cultural Days or at your local library.

Enjoy making your own traveling trunks!



ADDITIONAL RESOURCES

Now that your students have experienced life as a cowboy, use the following resources to learn more about St. Louis history, Westward Expansion, and National Parks.

INTERNET

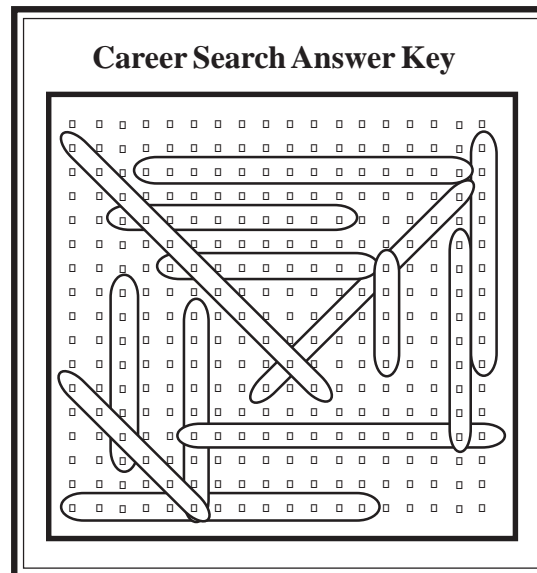
Jefferson National Expansion Memorial
<http://www.nps.gov/jeff>

National Park Service
<http://www.nps.gov>

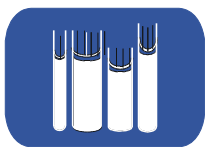
VIDEOTAPES AND /OR DVDs

These films are loaned at no charge by calling our reservationist at (314) 655-1700.

Charles Russell – An American Artist (grades 4-12)
Conviction of the Heart/The Challenge of Yellowstone (grades K-12)
Gateway to the West (grades 4-12)
Monument to the Dream (grades 3-12)
A Monumental Story: The Gateway Arch & The Old Courthouse (grades K-4)
Touring the Gateway Arch (grades 5-12)
Monumental Reflections (grades 5-12)



(Copy)



READING LIST



Grades K-3

- Henckel, Mark. Wild Horses for Kids. Minnetonka, MN: North Woods Press Inc., 1985.
- Moon, Dolly M. My First Book of Cowboy Songs. Mineola, NY: Dover Publishing Inc., 1999.
- Rickman, David. Cowboys of the Old West Coloring Book. Mineola, NY: Dover Publishing Inc., 1985.
- Spizzirri, Linda. Ed. Cowboys: An Educational Read and Color Book. Spizzirri Publishing Inc., 1989.
- Tomb, Ubet. Cowboys: A Bellerophon Coloring Book. Santa Barbara, CA: Bellerphon Books, 1999.
- Tomb, Ubet. Cowgirls. Santa Barbara, CA: Bellerphon Books, 1999.

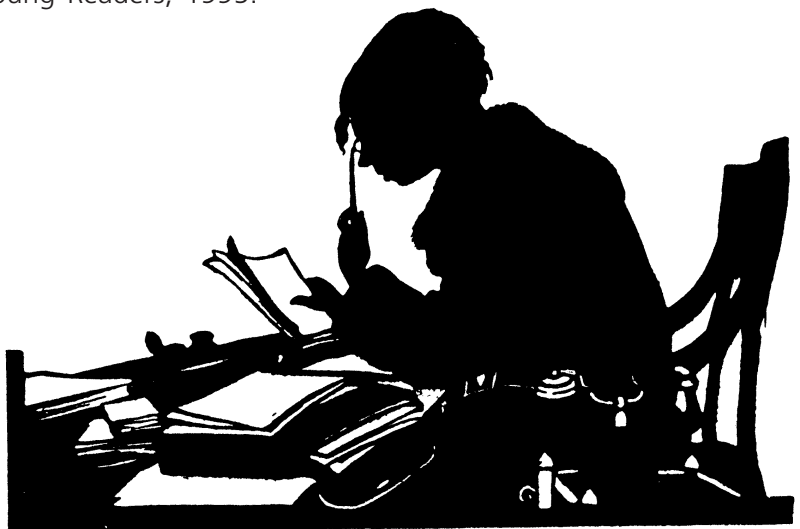
Grades 4-6

- Cobblestone Magazine: "America's Cowboys: A History."
Peterborough, New Hampshire: Cobblestone Publishing, July 1982.
- Freedman, Russell. Cowboys of the Wild West. New York: Clarion Books, 1985.
- King, David C. Wild West Days. New York: John Wiley and Sons, Inc., 1998.
- McGowen, Tom. Cornerstones of Freedom: African-Americans in the Old West. NY: Children's Press, 1998.
- Moon, Dolly M. My First Book of Cowboy Songs. Mineola, NY: Dover Publishing Inc., 1999.
- Rickman, David. Cowboys of the Old West Coloring Book. Mineola, NY: Dover Publishing Inc., 1985.
- Schlissel, Lillian. Black Frontiers. New York, NY: Simon and Schuster Books for Young Readers, 1995.
- Tomb, Ubet. Cowboys: A Bellerophon Coloring Book. Santa Barbara, CA: Bellerphon Books, 1999.
- Tomb, Ubet. Cowgirls. Santa Barbara, CA: Bellerphon Books, 1999.



Grades 7-12

- Adams, Andy. The Log of a Cowboy. Lincoln, NE: University of Nebraska Press, 1964.
- Braun, Matt. Matt Braun's Western Cooking. Caldwell, ID: The Caxton Printers, Ltd., 1996.
- Byers, Chester. Roping: Trick and Fancy Rope Spinning. Bedford, MA: Applewood Books, nd.
- Cobblestone Magazine: "America's Cowboys: A History." Peterborough, New Hampshire: Cobblestone Publishing, July 1982.
- Cushman, Dan. Cow Country Cookbook. Santa Fe, NM: Clear Light Publishers, 1993.
- Davy, David. Cowboy Culture. Lawrence, Kansas: University of Kansas Press, 1981.
- Hanes, Bailey C. Bill Pickett-Bulldogger. Norman, OK: University of Oklahoma Press, 1989.
- Künstler, Mort. Mort Künstler's Old West-Cowboys. Nashville, Tennessee: Rutledge Hill Press, 1998.
- Love, Nat. The Life and Adventures of Nat Love. Lincoln, NE: University of Nebraska Press, Reprint of 1907 Edition, 1995.
- McGowen, Tom. Cornerstones of Freedom: African Americans in the Old West. New York: Children's Press, 1998.
- Roosevelt, Theodore. Ranch Life and the Hunting Trail. Lincoln, NE: University of Nebraska Press, 1983.
- Russell, Charles M. Trails Plowed Under. Lincoln, NE: University of Nebraska Press, 1927.
- Schlissel, Lillian. Black Frontiers. New York, NY: Simon & Schuster Books for Young Readers, 1995.





APPENDIX

Answers for Classroom Activity #1

Saddle—A seat of padded leather that a cowboy uses to ride on his horse. He might also use it as a pillow when sleeping on the ground on the trail. This was the cowboy's most prized possession. It could easily cost \$40, which might be one month's pay.

Lariat—A rope made of twisted plant fibers or braided rawhide measuring 30-60 feet in length and used to capture a running steer either by the horns, neck, or hooves.

Chaps—Leather leggings worn over the cowboy's pants to protect his legs while riding through cacti and thorny bushes.

Bandana—A colorful handkerchief used to keep the dust out of a cowboy's mouth while riding the trail, to keep the sun off his neck, to keep his head and ears warm, and also used as a washcloth, towel, bandage, or sling.

Hat—Used to shade a cowboy's head from the sun, keep him warm in the cold weather, keep the rain off his neck, and as a container to water his horse.

Answers for Classroom Activity #4

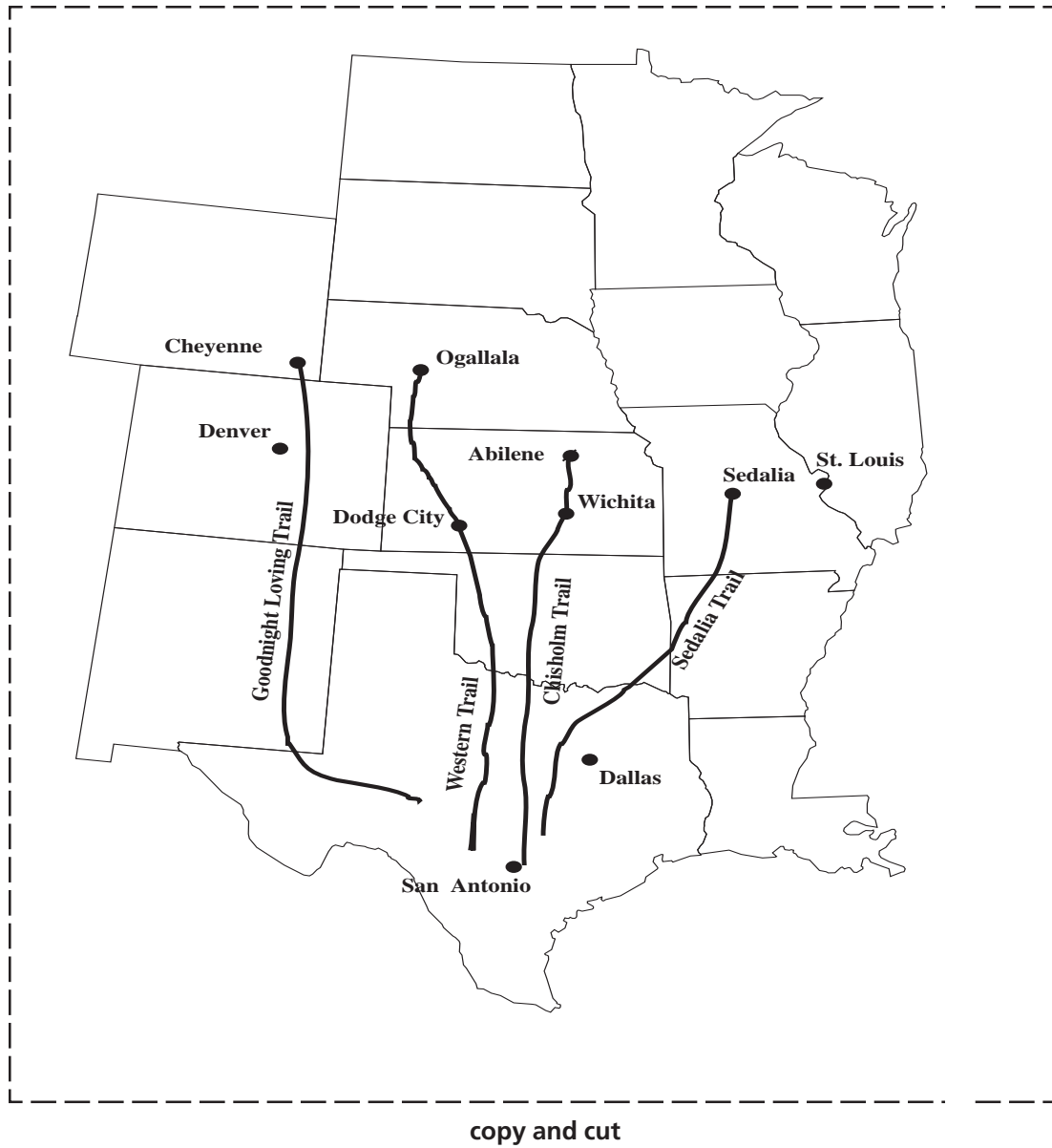
| | |
|----------------------|----------|
| la reata | lariat |
| la chapparera | chaps |
| el rancho | ranch |
| el lazo | lasso |
| la estampida | stampede |

Common words with Spanish origins

| | |
|------------------|------------------------------------|
| alligator | from el lagarto, the lizard |
| bronco | wild or rough |
| cafeteria | coffee shop |
| cargo | cargar, to load |
| comrade | camarada, old Spanish for roommate |
| mustang | mestengo, a stray animal |
| patio | Spanish for courtyard |
| renegade | renegado, deserter or outlaw |
| tornado | tornar, to turn |

Words with the same meaning in both languages include: **aficianado, armada, barracuda, mosquito, tobacco, vanilla.**

Cattle Trail Map for Classroom Activity #6





APPENDIX

Cattle Trail Chart for Classroom Activity #6

| | |
|---|--|
| Name of Trail | |
| What kinds of animals would be found? | |
| What kinds of plants would be seen? | |
| What kinds of landforms would be seen? | |
| What is the climate like? | |
| What can be seen today that the cowboys would not have seen? | |

(copy/cut)

Answers for Classroom Activity #9

D/J

D Slash J

H

Swinging H

Q

Circle Q

P

Walking P

B

Rocking B

C-C

C Dash C

S

Diamond S

M

Quarter Circle M

F

Lazy F

N

Flying N

BQ

Bar B Q

T

Tumbling T

KH

K H

B4

Rocking B 4

1

Square 1

R

Slash R

V

Quarter
Circle V

Chair

Rocking
Chair

3

Walking 3

5

Lazy 5